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it promises to limit attendance to those who wish to be educated, and eliminates the vast, inert mass of those who do not. For another, it may be premised that the boy or girl whose preference for intellectual work is clear, will find his desire strengthened by the contrast between it and manual toil. The return to study after five weeks of factory or office work will take place with real zest and renewed energy. But there is a larger social principle involved. The New Society sketched by Walter Rathenau depends upon what he calls the Interchange of Labor as one of its main principles. According to this conception every man or woman engaged in mechanical toil has the right to do a portion of his day's work in intellectual employment, and every brain worker must devote a portion of his time to physical labor. The proportion between physical and intellectual toil is to be determined by tests of the citizen's capacity. As an initiation Dr. Rathenau would have the entire youth of Germany devote a year of labor service to bodily training and work. By this plan he proposes to establish a genuine equality of opportunity and a fraternity of toil, a true democracy. It is obvious that the Antioch Plan, within the limits of a college community, follows the lines which Dr. Rathenau has laid down for the regeneration of society as a whole. The experiment has thus a large social bearing, and we may expect that in the light of this fact the members of the community will give themselves to it with enthusiasm."—*New Republic*.

DISTRIBUTION OF AMERICAN COLLEGES.—Extracts from preliminary Report of the Commission of the Association of American Colleges May 21, 1921:

If we attempt to answer how many colleges are needed in the United States, we must set up some estimate of the number of American youths who will profitably attend college in the next fifty years. . . .

While no very definite figure for the number included within this classification can be obtained, the best estimate we can secure points to 500,000 young men and women in college, technical schools, or teachers' college this year (455,000 in colleges and technical schools and 45,000 of college grade in normal schools). With the population of the United States 106,000,000

this would mean an average of 1 college student per 212 population. This estimate is probably low. . . . These several figures would seem to indicate that where educational facilities are adequate we should at the present time have provision in colleges for about 1 in every 200 of our population. . . .

We can safely assert that the total number of high school graduates is rapidly increasing, that the interest in high schools is largely increasing and that over 30 per cent. of high school students enter college. It is certainly evident that no serious diminution of the supply of high school graduates to the colleges immediately confronts us.

. . . We may perhaps safely assume that there are in the country about eight million men and women eighteen to twenty-two years of age. At the present time, 500,000, or 6 per cent., of this number are in college. . . .

The Army Intelligence Test given to a million and half men indicated that 15 per cent. of our citizens are of "superior or very superior" intelligence, eminently capable of doing college work, and of a capacity that they would profit largely from this training. . . . We could conclude perhaps that when this 15 per cent. of highly intelligent youth of our population of college age all go to college we will have reached our maximum college enrollment.

This would mean at present about 1,200,000 in a population of 106,000,000, and in round numbers, 1 college student in 100 population, or a little more than twice the present relative college population.

These estimates are admittedly crude, yet it is a conclusion worth reaching even tentatively that the United States in its present educational development finds need of college facilities for 1 student to approximately 200 of the population, and that we need not contemplate provision for more than 1 student to 100 population. . . . It is sufficient to conclude that there is a field for every college reasonably well located and adequately equipped and supported for good college work, together with a reasonable number of new institutions in regions of large growth in population or which are established to meet special needs, and that an important task for the nation is to strengthen the weaker colleges until they are fitted to take their share of

the work of educating America's youth in a worthy manner. Of the 673 colleges reported in 1917-18, 495 had less than 500 students, 252 had less than 200 students. Only 178 had 500 students or over. Contemplating a probable increase in enrollment of 40,000 students a year, which perhaps is a reasonable estimate, we may conclude that the development of existing institutions can provide for future needs. We have enough colleges, if they prove to be properly located.

. . . it would seem probable that from 400 to 500 good colleges and universities can serve all the students who will probably enroll in America in the next few decades, at least up to 1,000,000.

. . . in general we should anticipate the growth of American colleges to 500 or more students, and we should not regard as generally desirable two or more colleges in a territory that cannot provide a total of considerably more than 500 students.

These statements should in no case be construed as implying that smaller colleges adequately endowed to provide a full staff and generous equipment for a smaller enrollment are not desirable. . . . it does not seem desirable to establish a new college either in a territory lacking a college that cannot be expected ultimately to provide 500 college students, or in a territory where existing colleges growing to an enrollment of 500 students or more can provide adequately for future needs. It also raises the question as to the wisdom of maintaining two or more existing colleges in a territory which does not now and probably never will provide more than a reasonable enrollment for one college.

. . . A college enrolling 500 students will probably have to get 50 per cent., or 250 from within a radius of 50 miles. Assuming that its territory will supply 1 student from every 200 population, the 50-mile radius should include about 50,000 people and should not be largely drawn on by any other nearby college. . . .

It is of course to be recognized that old colleges long established on high standards generally draw a much larger percentage of students from outside their local territory. This fact, however, cannot weigh in the foundation of a new college or in considering the future growth of a small weak college. Generally

speaking, unless the local field of 50-mile radius can supply half of its desired enrollment it will never be supplied. . . .

The intimate relation between the development of American railways and the establishment and location of colleges is shown in a series of five maps. . . .

The building of railways and the founding of colleges in the United States have kept remarkably even step . . . in each decade as railway mileage has increased the number of colleges has increased in like degree. 1850 to 1860 was the great railway-building era and in that decade more colleges were founded in the United States than in any other of its history. Since 1890 there have been only minor railway extensions and since 1890 comparatively few colleges have been established. . . .

It has been an altogether too simple and easy matter to secure a charter for a college or university in the United States. The disposition has been to let any benevolent and ambitious group of people, or even a single individual, see what they could do, and without care or consideration to bestow upon them the invaluable privilege of conferring academic degrees. There should be in every state some constitutional or statutory provision to protect well-meaning persons from needless and even pernicious effort in the establishment of unnecessary colleges and institutions which have no rational prospect of becoming efficient and creditable to American education. For the safeguarding of academic degrees, for the honor of institutions already doing sincere and creditable work, and especially for the protection of youth in their ambition for thorough higher education there should be enactments in every state somewhat as follows:

SECTION 1. A charter shall not be granted nor shall articles of association be issued to a corporation for educational purposes in this state empowering such corporation to grant degrees, until the State Board of Education shall issue certificate that the creation of such corporation will promote the general good of the state.

SECTION 2. The State Board of Education shall not issue a certificate under the provisions of section one of this act until it is satisfied that the proposed corporation has complied with the regulations of said Board for the type of institution for which it desires a charter.

SECTION 3. The State Board of Education shall make regulations defining the various types of degree-granting institutions, specifying the minimum requirements for the issuance of degrees for such institutions and the minimum requirements for admission to such institutions and the said standards to comprehend the amount of endowment, laboratory facilities, library equipment, number of instructors, and scope of curricula.